

Course: \_\_\_\_\_

Attribute: \_\_\_\_\_

Criteria	Proficient	Feedback
Quality of evidence	<ul style="list-style-type: none"> <li>- Multiple measures are included (direct and indirect, these can be quantitative and/or qualitative)</li> <li>-Reliable and valid evidence is collected for each outcome</li> <li>- There is depth of evidence (multiple measures, direct/indirect)</li> <li>-Clear description of assessment instrument or tool</li> <li>- Clear alignment to program/course outcome</li> </ul>	
Presence and nature of threshold	<ul style="list-style-type: none"> <li>-Threshold is meaningful and aspirational (but reasonable)</li> <li>-A multi-stepped threshold is identified indicating both level of desired achievement and percentage of students to reach that level</li> <li>-Threshold is explained</li> </ul>	
Quality of interpretation	<p>Interpretation is robust and meaningful, and tied to an action</p>	
Quality of the described action	<p>There is an explicit, well-reasoned connection between the assessment results and proposed changes. The proposed changes are presented in measurable ways that can support a 'closing of the loop'.</p>	
Other course improvements	<p>Other course improvements are indicated, not necessarily tied to outcome measurement.            Examples:</p> <ul style="list-style-type: none"> <li>- Incorporating new industry trends into a class</li> <li>- Wanting to try new approaches</li> </ul> <p>(provide some examples)</p>	